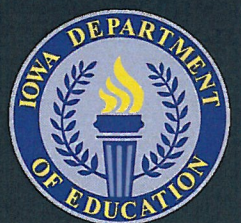


Statewide Voluntary Preschool Program for Four-Year-Old Children



Fact Sheet



Iowa Department of Education
January 2011



ENROLLMENT

19,799 out of a projected 38,916 4-year olds in Iowa in 2011

- 5,126 children in 2007-2008
- 9,676 children in 2008-2009
- 13,666 children in 2009-2010
- 19,799 children in 2010-2011

These numbers indicate the four-year-old children **funded through the Statewide Voluntary Preschool Program only. An additional 5,000 children participate in the Statewide Voluntary Preschool Program funded by other sources. More children are served through other state and federal programs.*

PARTICIPATING SCHOOL DISTRICTS

325 districts out of 359 statewide

- 67 new districts* awarded grants in 2007-2008
- 52 new districts* awarded grants in 2008-2009
- 56 new districts* awarded grants in 2009-2010
- 150 new districts* awarded grants in 2010-2011

** Some districts applied as a group or consortium to provide the Preschool Program to children.*

ADDITIONAL INFORMATION

- The preschool programs are expected to serve four-year-old children with a range of abilities representing the social, linguistic, cultural, and economic diversity of families with in the communities.

About the Four-Year-Old Program

MORE OPPORTUNITIES FOR A QUALITY LEARNING EXPERIENCE

Iowa's Statewide Voluntary Preschool Program for Four-Year-Old Children (Preschool Program) is an important part of the state's comprehensive early childhood effort, providing more opportunities for young children to access quality preschool and enter school ready to learn.

The Preschool Program was established May 10, 2007, in House File 877.

In the fall of 2010, more than 24,000 Iowa preschoolers in 325 school districts will benefit from the Preschool Program by providing at least 10 hours per week of developmentally appropriate instruction.

The Preschool Program along with other state and federally funded preschool programs and community partners in Iowa—such as Head Start, Early Childhood Special Education, Title I, and Shared Visions—make up Iowa's comprehensive preschool.

Quality Preschools Help Children, Communities

RESEARCH SHOWS THE BENEFITS ARE LONG TERM AND FAR REACHING

Young children exposed to high-quality settings exhibit better language and math skills, better cognitive and social skills, and better relationships with classmates than do children in lower-quality settings. Here is the research:

- Evaluations show that children in quality learning environments were less likely to drop out of school, repeat grades, need special education, or get into future trouble with the law than similar children who did not have such exposure. ("In Early-childhood Education and Care: Quality Counts," Education Week – Building Blocks for Success, 2002)
- A study of New Mexico's state-funded prekindergarten shows the program produced meaningful impacts on young children's language, literacy, and math development. In addition, there was an estimated \$5 benefit generated for every dollar invested. (Jason T. Hustedt, W. Steven Barnett, Kwanghee Jung, and Linda D. Goetze, November 2009)
- The "most practical and cost efficient way" of making an economic impact may be providing access for all children. (W. Steven Barnett, director of the National Institute for Early Education Research, at Rutgers University)
- A study of the High Scope Foundation's Perry Preschool showed that at age 27, former Perry Preschool students demonstrated positive differences from the control group in educational attainment, home ownership, incarceration, and employment. ("Investing in Preschool," American School Board Journal, January 2003)
- A similar study of former Chicago Child-Parent Center Program students showed similar results to the Perry study. Both studies also pointed out that a dollar invested in preschool saved the taxpayer \$7 in cost for later services such as jails and drug detoxification centers. ("Leaving Too Many Children Behind," Institute for Educational Leadership, April 2003).

FUNDING

- \$15 million in 2007-2008
- \$32 million* in 2008-2009
- \$42 million* in 2009-2010
- \$64 million* in 2010-2011

* Both grant allocation and formula funding

The Iowa General Assembly has allocated funding four years to allow new school districts to enter the Statewide Voluntary Preschool Program for Four-Year-Old Children through a grant application each year.

The grant amount, which is based on the number of for four-year-old children enrolled, covers the first year of operation of an approved program.

After successfully operating for one year, the program is then funded through a state funding formula, based on the student enrollment.

Allocation of state funds for the Preschool Program is intended to provide predictable, equitable, and sustainable funding.

RANKINGS

According to the National Institute for Early Education Research (NIEER), in 2009—2010, Iowa's national rank was:

- 14th for four-year-old access to quality preschool programming.
- 29th for state spending on access to quality preschool.



What the Four-Year-Old Program Offers Children

- **A licensed teacher.** An early childhood licensed teacher is responsible for designing and implementing effective learning environments using instructional strategies to enhance children's learning.
- **A minimum of 10 hours per week of quality preschool instruction.** Providers may provide "wrap around" programming through other federal, state, or local programming. There may be a charge for these services if not funded through state or federal sources.
- **Community collaboration.** Programs must provide family involvement opportunities such as home visits, family nights, and conferences. The delivery of quality preschool services by the licensed teacher could be provided in the public school setting, or the teacher could collaborate with community-based early childhood programs, nonpublic, faith-based, non-profit, or for profit centers to implement teaching strategies that enhance children's learning and development.
- **High program standards.** School districts and partners select and implement at least one of three approved program standards: the Iowa Quality Preschool Program Standards, the National Association for the Education of Young Children Program Standards and Accreditation Criteria, or the Head Start Program Performance Standards.
- **High learning standards.** Programs must have rigorous and relevant curriculum and assessments to enhance children's strengths, interests, and knowledge (based on the Iowa Early Learning Standards); and alignment with K-12 standards and academic expectations.
- **Appropriate adult-child ratio of 1 to 10 and a maximum group size of 20.**



Early Indicators of Success

More kindergarteners with quality preschool experience in Iowa at age four were proficient than the kindergarteners without this experience.

Of the kindergarteners who took the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment in 2010 and attended the Statewide Voluntary Preschool Program for Four-Year-Old Children the previous year, **65 percent were proficient** versus 57 percent proficient who had not attended the Preschool Program.

The effectiveness of the Preschool Program was greater for children in poverty. **Fifty-six percent of the children in poverty who had attended the Preschool Program were proficient** versus 46 percent of the children in poverty that had no preschool program.

School districts submit annual data on children participating in the Preschool Program using the Iowa Student ID system. This will allow for both long-term evaluation of the program as well as an understanding of student success for Preschool Program participants.



Iowa School Districts That Participate in the Preschool Program

District Name	County	District Name	County	District Name	County
Adair-Casey	Guthrie	Cardinal	Wapello	Dike-New Hartford	Grundy
Adel DeSoto Minburn	Dallas	Carlisle	Warren	Dows	Wright
AGWSR	Hardin	Carroll	Carroll	Dubuque	Dubuque
A-H-S-T	Pottawattamie	Cedar Falls	Black Hawk	Dunkerton	Black Hawk
Akron Westfield	Plymouth	Cedar Rapids	Linn	Durant	Cedar
Albert City-Truesdale	Buena Vista	Center Point-Urbana	Linn	Eagle Grove	Wright
Albia	Monroe	Centerville	Appanoose	East Buchanan	Buchanan
Alden	Hardin	Central City	Linn	East Central	Jackson
Algona	Kossuth	Central Clinton	Clayton	East Marshall	Marshall
Allamakee	Allamakee	Central Decatur	Clinton	East Union	Union
Allison-Bristow	Butler	Central Lyon	Decatur	Eastern Allamakee	Allamakee
Alta	Buena Vista	Cherokee	Lyon	Eddyville-Blakesburg	Wapello
Ames	Story	Clarion-Goldfield	Lucas	Edgewood-Colesburg	Delaware
Anamosa	Jones	Clarke	Floyd	Eldora-New Providence	Hardin
Andrew	Jackson	Clarksville	Crawford	Elk Horn-Kimballton	Shelby
Anita, C and M	Cass	Clay Central-Everyly	Cherokee	Emmetsburg	Palo Alto
Ankeny	Polk	Clayton Ridge	Wright	English Valleys	Iowa
Aplington-Parkersburg	Butler	Clear Creek Amana	Clarke	Estherville-Lincoln Central	Emmet
Armstrong-Ringsted	Emmet	Clear Lake	Butler	Exira	Audubon
Ar-We-Va	Cass	Clinton	Clay	Fairfield	Jefferson
Atlantic	Audubon	Colfax-Mingo	Clayton	Forest City	Winnebago
Audubon	Cherokee	College	Johnson	Fort Dodge	Webster
Aurelia	Story	Collins-Maxwell	Cerro	Fredericksburg	Chickasaw
Ballard	Ida	Colo-Nesco	Gordo	Fremont	Mahaska
Battle Creek-Ida Grove	Jasper	Columbus	Clinton	Fremont-Mills (Farragut, Sidney)	Fremont
Baxter	Grundy	Coon Rapids-Bayard	Jasper	Galva-Holstein	Ida
BCLUW	Taylor	Corning	Linn	Garner-Hayfield	Hancock
Bedford	Benton	Council Bluffs	Story	George-Little Rock	Lyon
Belle Plaine	Jackson	Creston (Orient-Mackburg, Prescott)	Story	Gilbert	Story
Bellevue	Wright	Dallas Center-Grimes	Louisa	Gilmore City-Bradgate	Humboldt
Belmond-Klemme	Cedar	Danville	Carroll	Glenwood	Mills
Bennett	Benton	Davenport	Adams	Glidden-Ralston	Carroll
Benton	Scott	Davis County	Pottawattamie	GMG	Tama
Bettendorf	Polk	Decorah	Union	Graettinger (Terril)	Palo Alto
Bondurant-Farrar	Boone	Delwood	Dallas	Greene	Butler
Boone	Harrison	Denison	Des Moines	Grinnell-Newburg	Poweshiek
Boyer Valley	Poweshiek	Denver	Scott	Griswold	Cass
Brooklyn-Guernsey-Malcom	Des Moines	Des Moines	Scott	Guthrie Center	Guthrie
Burlington	Franklin		Davis	Hamburg	Fremont
Cal	Clinton		Winneshiek	Hampton-Dumont	Franklin
Calamus-Wheatland	Clinton		Clinton	Harlan	Shelby
Camanche			Crawford	Harris-Lake Park	Dickinson
			Bremer	Hartley Melvin Sanborn	O'Brien
			Polk	Highland	Washington

Continued

Iowa School Districts That Participate in the Preschool Program *cont.*

District Name	County	District Name	County	District Name	County
Hinton	Plymouth	New Hampton	Chickasaw	South O'Brien	O'Brien
H-L-V	Iowa	Newell-Fonda	Buena Vista	South Page	Page
Howard-Winneshiek	Howard	Newton	Jasper	South Tama	Tama
Hubbard-Radcliffe	Hardin	Nishna Valley	Mills	South Winneshiek	Winneshiek
Humboldt	Humboldt	Nodaway Valley	Adair	Southeast Polk	Polk
IKM	Crawford	Nora Springs-Rock Falls	Floyd	Southeast Warren	Warren
Independence	Buchanan	North Cedar	Cedar	Southeast Webster - Grand	Webster
Indianola	Warren	North Central	Worth	Southern Cal	Calhoun
Interstate 35	Madison	North Fayette	Fayette	Spencer	Clay
Iowa City	Johnson	North Iowa	Winnebago	Spirit Lake	Dickinson
Iowa Falls	Hardin	North Kossuth	Kossuth	Springville	Linn
Iowa Valley	Iowa	North Linn	Linn	St Ansgar	Mitchell
Janesville Consolidated	Bremer	North Mahaska	Mahaska	Starmont	Fayette
Jefferson-Scranton (East Greene, Paton-Churdan)	Greene	North Polk	Polk	Storm Lake	Buena Vista
Johnston	Polk	North Scott	Scott	Stratford	Hamilton
Keokuk	Lee	North Winneshiek	Winneshiek	Sumner	Bremer
Keota	Keokuk	Northeast	Clinton	Tipton	Cedar
Knoxville	Marion	Northeast Hamilton	Hamilton	Titonka Consolidated	Kossuth
Lake Mills	Winnebago	Norwalk	Warren	Tri-Center	Pottawattamie
Lamoni	Decatur	Odebolt-Arthur	Sac	Tri-County	Keokuk
Laurens-Marathon	Pocahontas	Oelwein	Fayette	Tripoli	Bremer
Lawton-Bronson	Woodbury	Ogden	Boone	Turkey Valley	Winneshiek
Le Mars	Plymouth	Okoboji	Dickinson	Twin Cedars	Marion
Lenox	Taylor	Olin Consolidated	Jones	Twin Rivers	Humboldt
Lewis Central	Pottawattamie	Osage	Mitchell	Underwood	Pottawattamie
Linn-Mar	Linn	Oskaloosa	Mahaska	United	Boone
Lisbon	Linn	Ottumwa	Wapello	Urbandale	Polk
Logan-Magnolia	Harrison	Panorama	Guthrie	Valley	Fayette
Lone Tree	Johnson	PCM	Jasper	Van Buren (Harmony)	Van Buren
Louisa-Muscatine	Louisa	Pekin	Keokuk	Villisca	Montgomery
LuVerne	Kossuth	Pella	Marion	Vinton-Shellsburg	Benton
Lynnville-Sully	Jasper	Perry	Dallas	Waco	Henry
Madrid	Boone	Pleasant Valley	Scott	Walnut	Pottawattamie
Malvern	Mills	Pleasantville	Marion	Wapello	Louisa
Manning	Carroll	Pocahontas Area	Pocahontas	Wapsie Valley	Bremer
Manson Northwest Webster	Calhoun	Pomeroy-Palmer	Calhoun	Washington	Washington
Maple Valley (Anthon-Oto)	Monona	Postville	Allamakee	Waterloo	Black Hawk
Maquoketa	Jackson	Prairie Valley	Webster	Waverly-Shell Rock	Bremer
Maquoketa Valley	Delaware	Preston	Jackson	Wayne	Wayne
Marcus-Meriden-Cleghorn	Cherokee	Red Oak (Stanton)	Montgomery	Webster City	Hamilton
Marion	Linn	Remsen-Union	Plymouth	West Bend-Mallard	Palo Alto
Marshalltown	Marshall	River Valley	Woodbury	West Branch	Cedar
Martensdale-St Marys	Warren	Riverside 78	Pottawattamie	West Burlington	Des Moines
Mason City	Cerro Gordo	Rock Valley	Sioux	West Central Valley	Guthrie
Melcher-Dallas	Marion	Rockwell City-Lytton	Calhoun	West Des Moines	Polk
MFL MarMac	Clayton	Rockwell-Swaledale	Cerro Gordo	West Hancock	Hancock
Midland	Jones	Roland-Story	Story	West Harrison	Harrison
Mid-Prairie	Washington	Rudd-Rockford-Marble Rk	Floyd	West Liberty	Muscatine
Missouri Valley	Harrison	Ruthven-Ayrshire	Palo Alto	West Lyon	Lyon
Moc-Floyd Valley	Sioux	Sac (Wall Lake View Auburn)	Sac	West Monona	Monona
Montezuma	Poweshiek	Saydel	Polk	West Sioux	Sioux
Monticello	Jones	Schaller-Crestland	Sac	Western Dubuque	Dubuque
Moravia	Appanoose	Sentral	Kossuth	Westwood	Woodbury
Mormon Trail	Wayne	Sergeant Bluff-Luton	Woodbury	Whiting	Monona
Morning Sun	Louisa	Sheffield Chapin	Franklin	Williamsburg	Iowa
Moulton-Udell	Appanoose	Sheldon	O'Brien	Wilton	Muscatine
Mount Ayr	Ringgold	Sibley-Ocheyedan	Osceola	Winfield-Mt Union	Henry
Mount Vernon	Linn	Sigourney	Keokuk	Winterset	Madison
Murray	Clarke	Sioux Central	Buena Vista	Woden-Crystal Lake	Hancock
Muscatine	Muscatine	Sioux City	Woodbury	Woodbine	Harrison
Nashua-Plainfield	Chickasaw	Solon	Johnson	Woodbury Central	Woodbury
Nevada	Story	South Hamilton	Hamilton	Woodward-Granger	Dallas

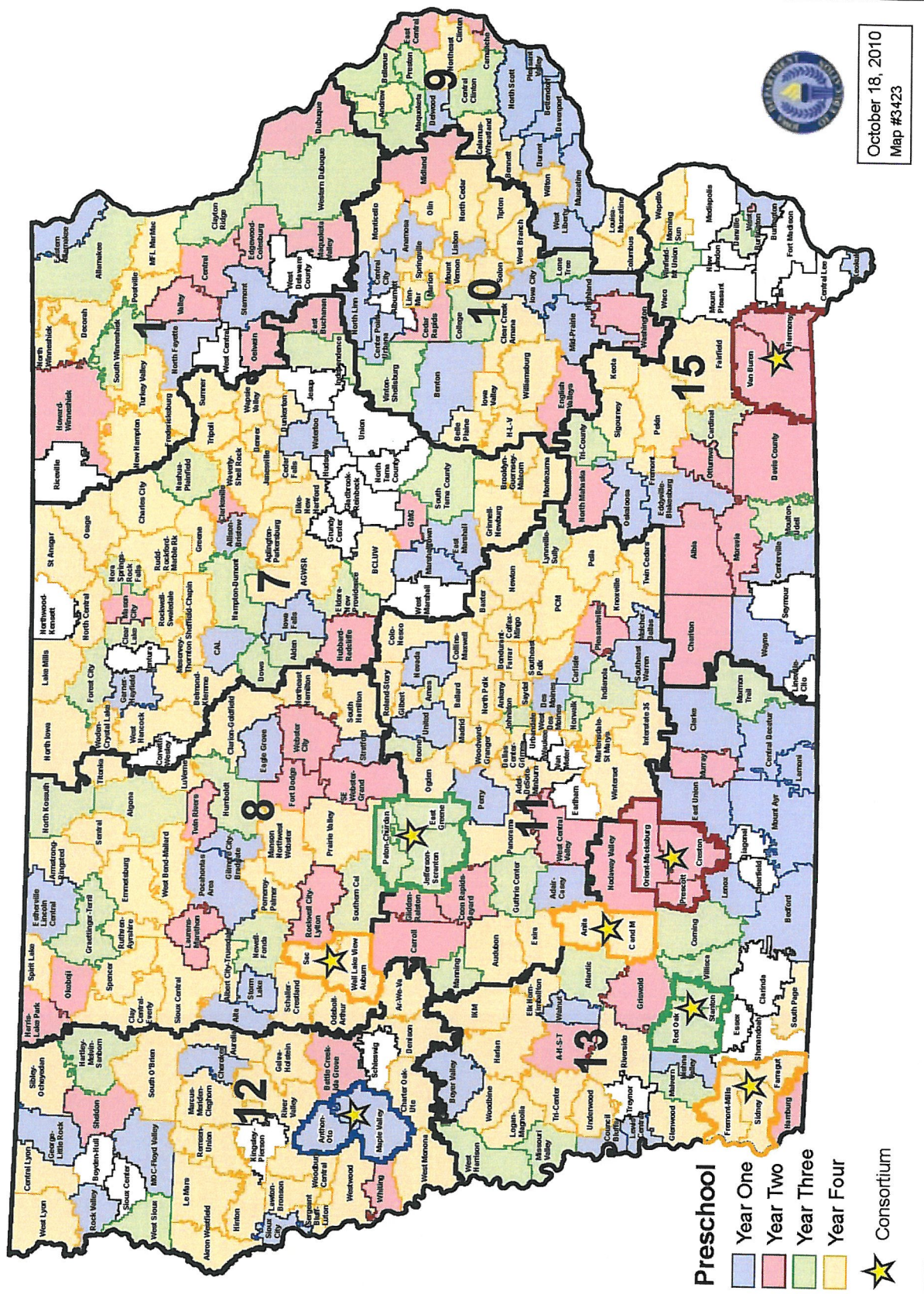
Statewide Voluntary Preschool Districts Integrate with Community Partners

	2007-2008	2008-2009	2009-2010	2010-2011
Number of Districts (includes consortium districts)	67	52	56	150
Licensed Community-Based Child Care or Preschool	Data Not Available	19	19	33
Faith-Based Preschool (Private, Community-Based Preschool Program)	Data Not Available	7	15	15
Non-Public Accredited Schools	Data Not Available	12	9	7
Shared Visions	8	7	4	7
Early Childhood Special Education	52	35	38	108
Head Start	22	20	16	13

Source. Iowa Department of Education, Bureau of Early Childhood Services, Statewide Voluntary Preschool Program Application Data, 2007-2008, 2008-2009, 2009-2010, 2010-2011.

Note. Data Not Available; data was not collected specific to type of community partner for 2007-2008. Some districts integrated with more than one partner.

Statewide Voluntary Preschool Program for Four-Year-Old Children, Years One Through Four



An electronic version of this map can be found at the Statewide Voluntary Preschool Program website:
http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=940&Itemid=1279



DE Early Childhood Services Bureau
Statewide Voluntary Preschool Programs for Four-Year-Old Children
2010-2011
Legislative Committee Presentation

Purpose of the Statewide Voluntary Preschool Program

The Statewide Voluntary Preschool Program for Four-Year-Old Children was established May 10, 2007, with signing of HF877. The purpose of this preschool program legislation is to provide an opportunity for all four-year-old children in the state of Iowa to enter school ready to learn by expanding access to research-based preschool curricula and licensed teaching staff. The allocation of funds for the Statewide Voluntary Preschool Program is to improve access to high quality early childhood education with predictable, equitable and sustainable funding to increase the number of children participating in quality programs.

Grant Application Data 2007-2008 through 2010-2011

School districts, in collaboration with community partners, submitted grant applications for the Statewide Voluntary Preschool Program for Four-Year-Old Children. Successful applicants were allocated grant funding during the first year of implementation. In the application, districts must demonstrate collaborative involvement with multiple stakeholders in the planning and implementation of the preschool program. Years 1, 2 and 3 were awarded through a competitive grant process. In Year 4, all districts that applied received funding on a pro-rated basis (up to 48.95% of their kindergarten enrollment from 2009) as indicated in legislation.

District Application and Award Information	Academic Year			
	2007- 2008	2008- 2009	2009- 2010	2010- 2011
Number of District applications submitted	182	161	125	146
Number of Districts awarded grant funding	66	49	53	146

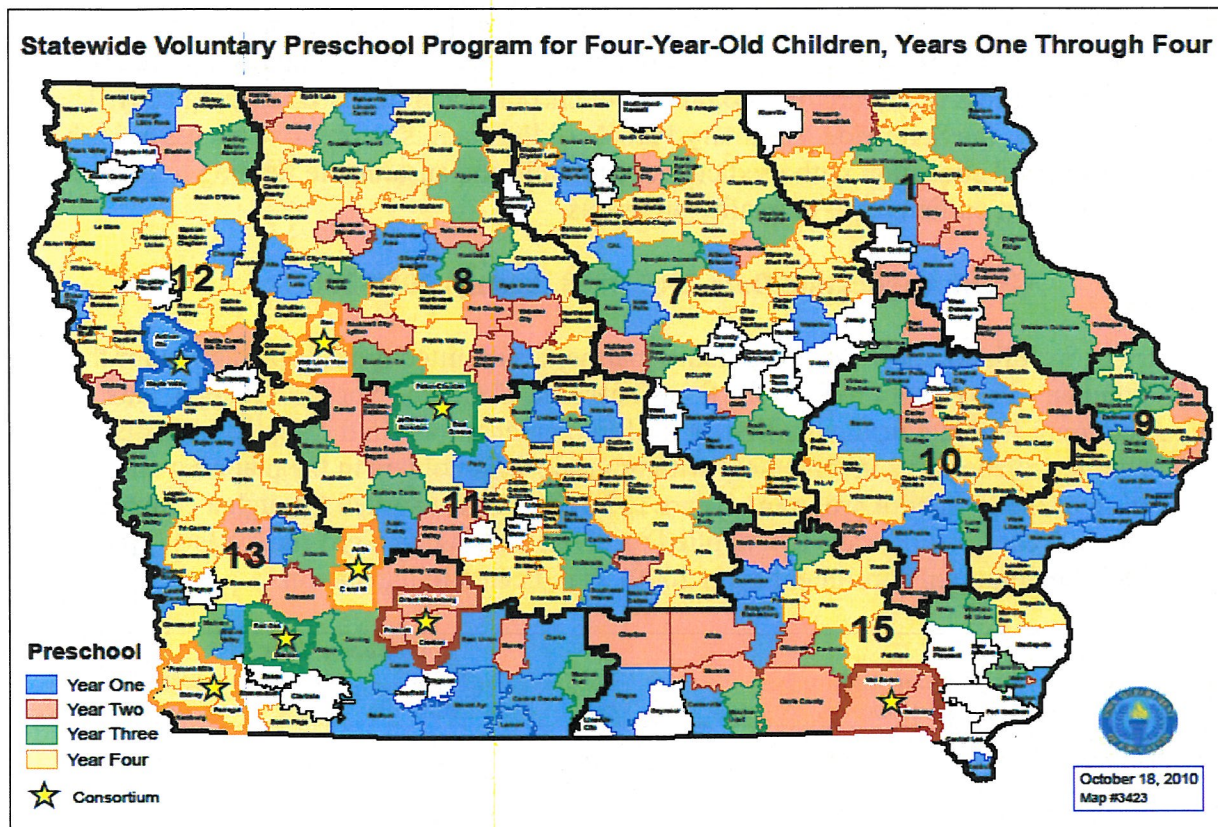
Note: 325 out of 359 districts participate in the SWVPP.

Preschool Funding	Academic Year			
	2007-2008	2008-2009	2009-2010	2010-2011
Grant Award Allocation	\$15,000,000	\$15,000,000	\$11,535,863	\$16,242,230
Funding Formula	N/A	\$16,803,438 (incl. 1.5% reduction)	\$30,131,064 (incl. 10% reduction)	\$48,238,247
Total	\$15,000,000	\$31,803,438	\$41,666,927	\$64,480,477

Districts Awarded Grants – A Four Year Process

The following map depicts districts awarded the Statewide Voluntary Preschool Program for Four-Year-Old Children by year. In 2010-2011, 325 of Iowa's 359 school districts (91%) provide the Statewide Voluntary Preschool Program.

- Year 1 (2007-2008)
- Year 2 (2008-2009)
- Year 3 (2009-2010)
- Year 4 (2010-2011)



Note. A total of 34 districts did not apply for grant funding due to various reasons. Some districts had established preschools; secured other federal or state funding support; or were not interested in seeking state funding. See attached addendum for information specific to each district.

Statewide Voluntary Preschool Enrollment Data

The **Statewide Voluntary Preschool Grant Award** provides on-time funding during a district's first year of implementation of the preschool program. The Preschool Grant Award count is submitted *only* during a district's first year of implementation.

Preschool Grant Award Enrollment Data

	2007-2008	2008-2009	2009-2010	2010-2011
Amount per child	\$3,199	\$3,328	\$3,460	\$3,529
Number of children funded (Enrolled by September)	4,482	3,512	3,230	4,662

The **Preschool Enrollment Count** provides the funding for subsequent school years from the Certified Enrollment Count for awarded districts. This October 1st count provides the predictable equitable and sustainable funding to support the preschool program in subsequent years.

Preschool Enrollment Count

	2007-2008	2008-2009	2009-2010	2010-2011
Preschool Enrollment Count (Enrolled on October 1)	5,126	9,676	13,666	19,799

Only eligible children, those who are four years of age by September 15, are included in the Preschool Certified Enrollment. Districts may serve children who are younger or older in the preschool program. In 2010-2011, a total of 24,116 preschool children were served in the quality preschool program. Districts are encouraged to utilize the SWVPP as inclusive settings for preschool children with disabilities to assist Iowa in meeting federal special education requirements.

Preschool Program Data

All districts must assure implementation of research-based high quality preschool program standards. The type of quality preschool program standards implemented and number of classrooms/sessions are shown for each grant award year. Districts may implement more than one type of program standard based on partners.

Program Standards

	2007-2008	2008-2009	2009-2010	2010-2011
Iowa Quality Preschool Program Standards (IQPPS)	242	260	190	414
Head Start Program Performance Standards	39	21	30	19
National Association for the Education of Young Children Standards (NAEYC)	62	22	38	38

Source. Iowa Department of Education, Bureau of Early Childhood Services, Statewide Voluntary Preschool Program Application Data, 2007-2008 to 2010-2011.

**Number of Districts that Integrate with Other Federal and/or State Funded Programs
to Expand Preschool Instructional Session***

	2007-2008	2008-2009	2009-2010	2010-2011
Early Childhood Special Education	52	35	38	108
Head Start	22	20	16	13
Shared Visions Preschool Program	8	7	4	7
Title I	2	1	3	0

Source. Iowa Department of Education, Bureau of Early Childhood Services, Statewide Voluntary Preschool Program Application Data, 2007-2008 to 2010-2011.

*Some districts integrate with multiple partners.

In 2010-2011 124 districts (38%) partner with 344 community partner buildings to provide the Statewide Voluntary Preschool Program for Four-Year-Old Children.

Number of Districts that Integrate with Community Partners*

	2007-2008**	2008-2009	2009-2010	2010-2011
Licensed Community-Based Child Care or Preschool	Data Not Available	19	19	33
Faith-Based Preschool (Private, Community-Based Christian Preschool Program)	Data Not Available	7	15	15
Faith-Based Accredited Schools	Data Not Available	10	9	7
Non-Public Accredited Schools	Data Not Available	2	0	7

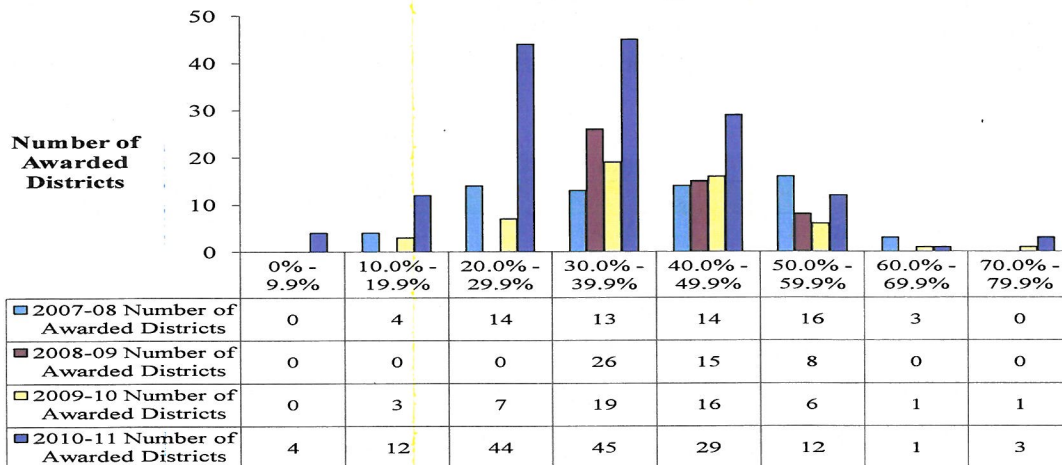
Source. Iowa Department of Education, Bureau of Early Childhood Services, Statewide Voluntary Preschool Program Application Data, 2007-2008 to 2010-2011.

*Some districts integrated with multiple partners.

** Data was not collected specific to type of community partner on the 2007-2008 grant application.

The following graph shows the number of awarded districts for each year and the percent of poverty based on free/reduced meals for grades 1-6.

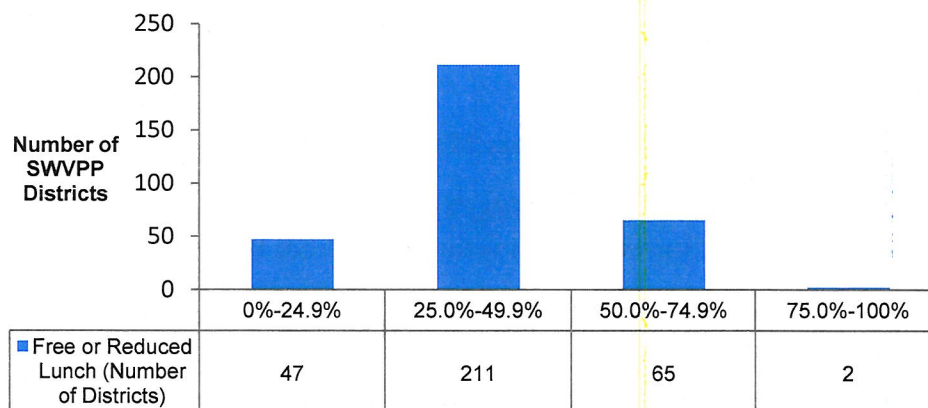
**Number of awarded school districts by percent of poverty based on
free/reduced meals for grades 1-6***



Source. Iowa Department of Education, Bureau of Early Childhood Services, Statewide Voluntary Preschool Program Application Data, 2007-2008 to 2010-2011.

*Free/reduced meals are based on family income at or below 130% of poverty level.

Number of awarded school districts by percent of poverty based on free/reduced meals for grades 1-6 for 2009-2010*



Data Source. Project Easier, Iowa Department of Education, 2009-2010.

*Free/reduced meals are based on family income at or below 130% of poverty level.

Number of District Applications Submitted and Awarded with Existing Preschool Programs

District Applicants with Preschools	2007-2008		2008-2009		2009-2010		2010-2011
	Awarded Districts	Non-Awarded Districts	Awarded Districts	Non-Awarded Districts	Awarded Districts	Non-Awarded Districts	Awarded Districts
Number of Applicants	66	112	49	102	53	72	146
Number with Existing Preschool Programs	59	108	46	99	53	72	146

Source. Iowa Department of Education, Bureau of Early Childhood Services, Statewide Voluntary Preschool Program Application Data, 2007-2008 to 2010-2011.

Technical Assistance Provided by the Department of Education for 2010-2011

The Department of Education Early Childhood Services Bureau provides ongoing technical assistance to districts each year for grant writing and preschool implementation. Activities include the following:

- ICNs to assist districts in the development of the 2010-2011 Application as well as the rules and requirements of the Statewide Voluntary Preschool Program.
- Webinars for newly awarded districts. Topics include:
 - Preschool Orientation – Overview and Requirements
 - Preschool Orientation – Data System Requirements
 - Preschool Orientation – Program Standards including Iowa Quality Preschool Program Standards Specifics.
- Webinars are recorded, scripted and posted on the Department website to provide guidance for all SWVPP districts.
- Implementation of Early Childhood web-based application to collect program data from all districts.

- Monthly updates for preschool programs in the School Leader Update.
- Professional development to build the capacity of AEA early childhood specialists to support the implementation of high quality program standards; as well as, integration of the Iowa Core Curriculum and research-based curriculum, instruction and assessment in preschool programs.

Program Monitoring

As required by IAC [281—16.14(82GA, HF877)], the DE provides monitoring to ensure district compliance with the Statewide Voluntary Preschool Program assurances.

- A unique student identification number is assigned to all children participating in the preschool program.
- A confirmation process is used to assure the implementation of other preschool program standards including National Association for the Education of Young Children (NAEYC) Accreditation and Head Start Program Performance Standards.
- The Early Childhood Application data system, a web-based software application, was expanded to enhance the DE's ability to collect data and track results of preschool programs in school districts and local preschool program partners.
- Districts enter data into the Early Childhood Data System to affirm that they are adhering to required Assurances.
- Assurances and classroom information are updated annually by all school districts through the Early Childhood Data System. This includes information on teacher endorsements, community partners, program standards, integration with other preschool programs, collaboration with community partner and professional development, as well as curriculum and assessment.
- Newly awarded districts enter child data into EASIER to ensure the accuracy of child data for Preschool Grant Award funding provided during the first year of implementation. In addition, to ensure accuracy, newly awarded districts only entered child data one time rather than twice as was required in previous years.

Iowa Quality Preschool Program Verification Visits

IQPPS Verification Visits occur when a district is in the second year of preschool implementation. The visit includes all Statewide Voluntary Preschool Programs, Early Childhood Special Education classrooms and early childhood sites (including community partners) serving a child on an IEP. Districts are required to meet Statewide Voluntary Preschool Program assurances and IQPPS "required criteria" within 45 days of the visit and 85% of other criteria for each standard within one year of the visit.

Iowa Quality Preschool Program Standards Verification Visits

IQPPS Verification Visit Status	Year of Visit		
	2008-2009	2009-2010	2010-2011
Districts scheduled for IQPPS Verification Visits	51	46	48
Districts that have achieved IQPPS Fully-Verified Status*	51	46	4**

*Fully-Verified Status is achieved when the District meets all 23 of the required criteria and 85% of the other remaining criteria in each of the ten standards.

** Data as of December 15, 2010. IQPPS Verification Visits scheduled for 2010-2011 have not been completed.

Preschool Program Overall Review

IQPPS Verification data from 2009-2010 were analyzed for a comprehensive review of Year One awarded districts. The data indicated common strengths and challenges.

Strengths – Districts demonstrated strengths in the following areas:

- Standard 1 Relationships – Teaching staff developed and demonstrated relationships that encouraged emotional development in young children.
- Standard 7 Families – Families were very satisfied with their children's progress and the ongoing communication between home and school.
- Standard 8 Community Relationships – Districts partnered with a variety of community preschools to provide programming and coordinated efforts with other agencies (AEA, Community Empowerment, Public Health, community-based preschools, etc.) to maximize funding and provide appropriate services for children.

Challenges - As districts implemented the IQPPS, challenges were noted:

- Standard 4 Assessment of Child Progress – Meeting child assessment requirements.
 - Connecting ongoing child assessment to lesson planning and individualized teaching
 - Communicating child assessment and curriculum connection to parents
- Standard 9 Physical Environment – Meeting the requirements for the outdoor areas. Some specific areas of need included:
 - Fencing or natural barriers to ensure child safety.
 - Safe equipment developed specifically for children ages 3-5.
 - Appropriate outdoor activities and materials to incorporate all aspects of experience (art, dramatic play, etc.).
- Standard 6 Teachers – Meeting requirements for teachers and staff due to the following:
 - Some areas of the state do not offer courses needed for associate teacher requirements;
 - Pay rate of associates does not support the additional education requirements;
 - Veteran associates do not always desire to continue their education; or
 - Limited availability of qualified teachers in some areas of the state.

Positive Impacts of the Statewide Voluntary Preschool Program

Districts, families and community partners report many positive impacts as a result of the Statewide Voluntary Preschool Program.

Impacts of the SWVPP include increased:

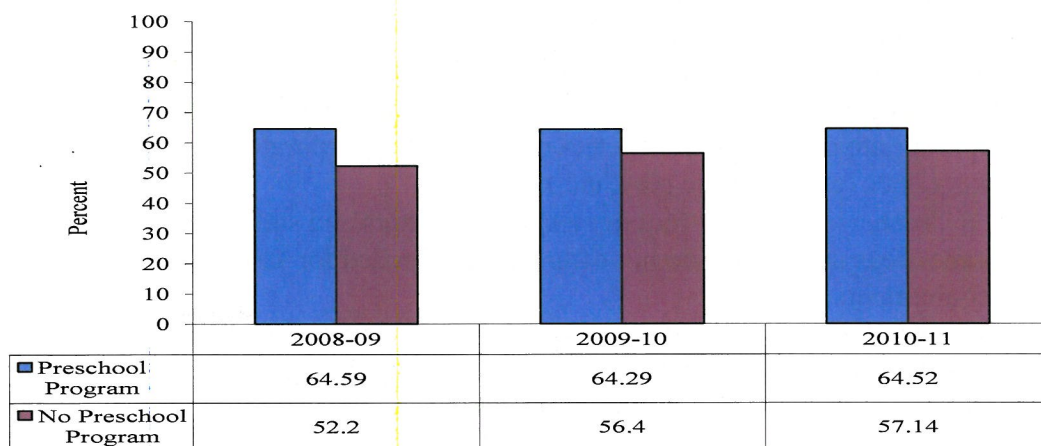
- Access to high quality preschools;
- Number of licensed teachers with expertise in early childhood education;
- Quality of programming, curriculum, instruction and assessment;
- Collaboration among teaching staff;
- Collaboration between public schools and community partners to provide preschool;
- Integration of children with disabilities;
- Family involvement, at a higher level of quality;
 - Strengthen home to school and school to home communication
 - Assist families to generalize children's skills from school to home
 - Inform families of community programs/assistance such as health screenings and other services; and
- Opportunities for appropriate quality professional development.

Kindergarten Literacy Assessment (KLA) Data

Dynamic Indicators for Basic Early Learning Skills (DIBELS) scores from children participating in the Statewide Voluntary Preschool Program were compared to children with no preschool experience. The DIBELS assessment measures children's literacy skills for identifying beginning sounds of words by pointing to the picture of the matching sound.

In 2010-2011, 64% of the kindergarten children who participated in the Statewide Voluntary Preschool Program were proficient as compared to only 57% of the children who had no preschool experience prior to kindergarten enrollment. In 2006-2007, prior to the SWVPP, only 56% of all kindergarten students assessed were proficient. This represents a 7% increase in the percentage of children proficient.

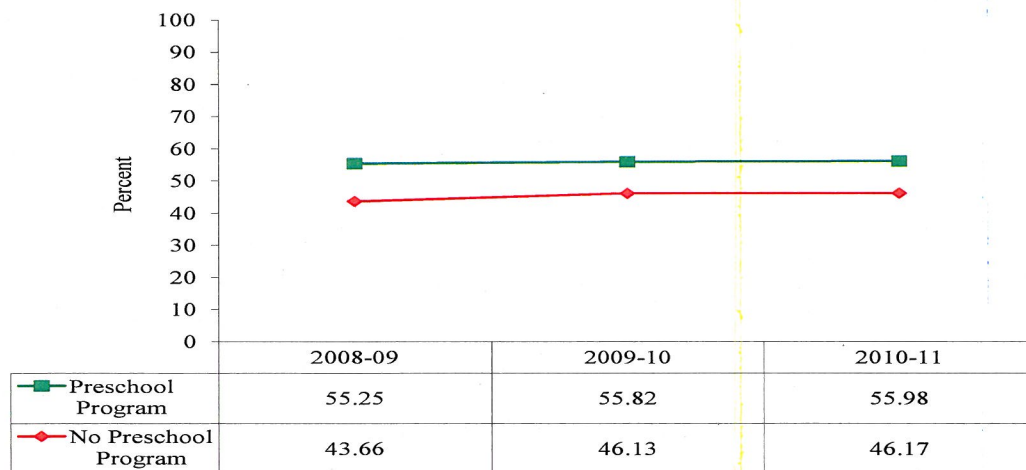
Percent of Children Attending Statewide Voluntary Preschool Program Entering Kindergarten Proficient in Identifying Beginning Sounds Using DIBELS Assessment Measure



Data Source. Project Easier, Iowa Department of Education, 2010-2011

The impact of the Statewide Voluntary Preschool Program is greater for children in poverty (eligible for free or reduced meals). As seen in the chart below, fewer kindergarten students in poverty without a preschool experience were proficient in beginning sounds than students who attended the Statewide Voluntary Preschool Program. The percent of students of free or reduced meals has declined while the percent proficient for those attending the Statewide Voluntary Preschool Program has increased.

Percent of Children in Poverty Entering Kindergarten Proficient in Identifying Beginning Sounds Using DIBELS Assessment Measure



Data Source. Project Easier, Iowa Department of Education, 2010-2011

Appendix
Districts that Did Not Apply for the Statewide Voluntary Preschool Program Funding

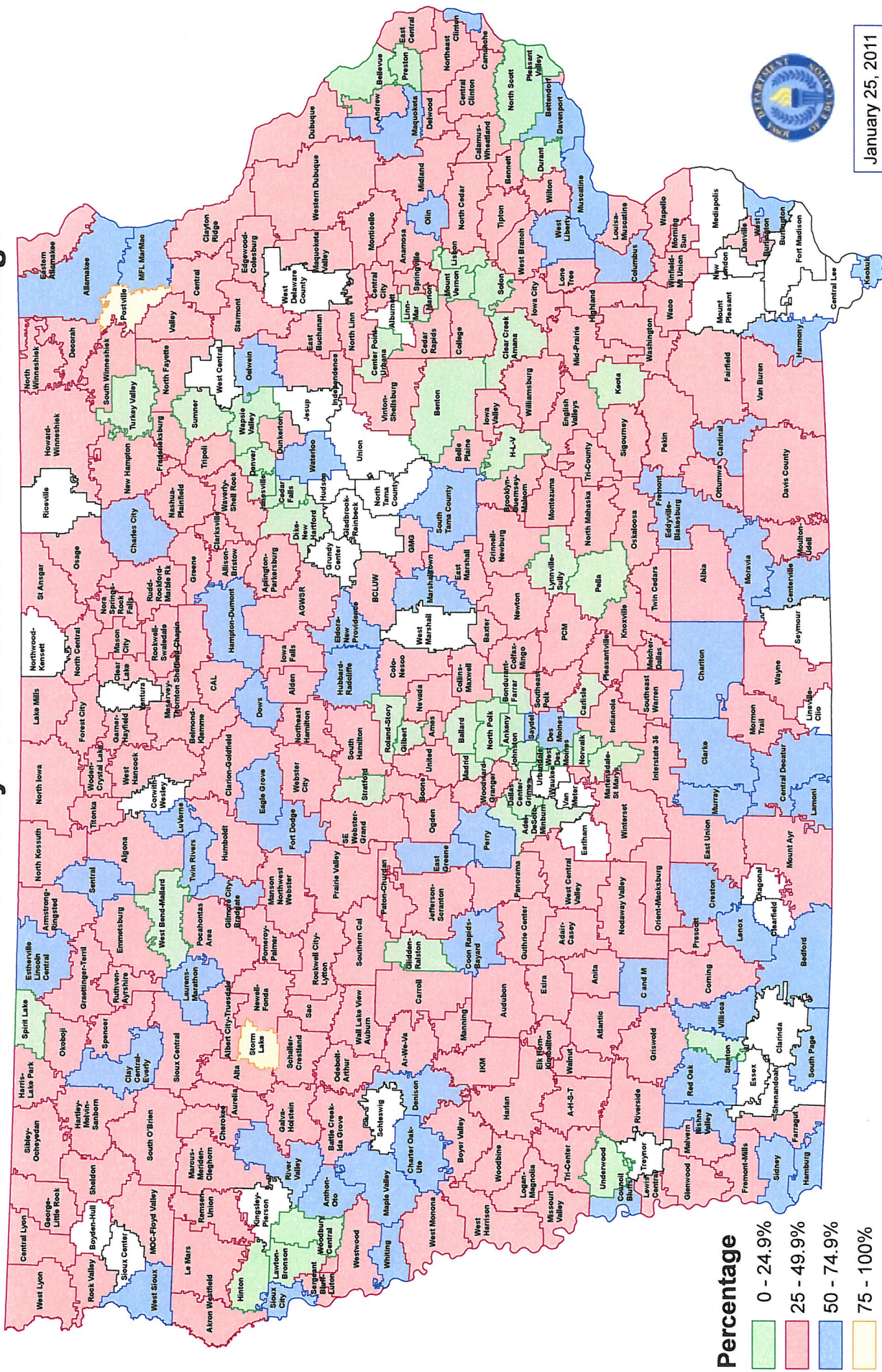
District	AEA	District Name	Kindergarten Enrollment 2009	Shared Visions Preschool in District	Head Start Program in City	District Offers a Preschool Program
0099	10	Alburnett	38			
0747	12	Boyden-Hull	62			
1079	15	Central Lee	90			Yes
1197	13	Clarinda	78		X	Yes
1224	14	Clearfield	3	X		Yes
1449	07	Corwith-Wesley (K-6 attend LuVerne, a SWVPP district)	0			N/A
1782	14	Diagonal	11	X		
1953	11	Earlham	60			Yes
2113	13	Essex	14			
2322	15	Fort Madison	189	X	X	Yes
2502	07	Gladbrook-Reinbeck	32			Yes
2727	07	Grundy Center	66		X	Yes
3042	07	Hudson	59			Yes
3204	07	Jesup	87		X	Yes
3348	12	Kingsley-Pierson	27			
3705	15	Lineville-Clio	3		X	
4203	15	Mediapolis	55			Yes
4536	15	Mount Pleasant	142	X	X	Yes
4689	15	New London	40			Yes
4785	07	North Tama County	37			
4788	07	Northwood-Kensett	40			
5508	01	Riceville	24		X	
5832	12	Schleswig	27		X	Yes
5895	15	Seymour	22		X	Yes
5976	13	Shenandoah	91		X	Yes
6030	12	Sioux Center	117		X	Yes
6453	13	Treynor	59			
6536	07	Union	96			
6615	11	Van Meter	37			
6633	07	Ventura	15			
6822	11	Waukee	586		X	Yes
6943	01	West Central	21			
6950	01	West Delaware County	129		X	Yes
6985	07	West Marshall	84			Yes

Total number of districts that did not apply = 34 (9.5% of Iowa districts)

Summary of data for districts that did not seek state funding.

Districts that did not apply for the SWVPP with:	Number of Districts	Percent of districts
A district run preschool program	19	56%
A Shared Vision classroom in the district boundaries	4	12%
A Head Start classroom in the district city	13	38%
A Head Start classroom in the district county	34	100%
Less than 30 children in kindergarten enrollment (2009)	10	29%

Statewide Voluntary Preschool Program for Four-Year-Old Children 2010-2011 Districts by Free/Reduced Lunch Percentage



January 25, 2011
Map #3635

**Senate Education Committee
Department of Education
Statewide Voluntary Preschool Program Presentation
January 26, 2011**

Overview

The Statewide Voluntary Preschool Program for Four-Year-Old Children (SWVPP) was established May 10, 2007, through House File 877. The purpose of the SWVPP is to provide an opportunity for all four-year-old Iowa children to enter school ready to learn by expanding access to quality preschool programming. The allocation of funds for the SWVPP improves access to high quality early childhood education through predictable, equitable and sustainable funding. The funding is intended to serve four-year-old children in district and community partner preschool programs through collaborative agreements.

In 2010-2011:

- over 24,000 preschool children are participating in the SWVPP in 325 out of 359 (91%) of Iowa's school districts.
- 1,500 children on instructional Individual Education Programs (IEPS) are served in inclusive settings offered by the SWVPP.
- 38% (124) of districts collaborate with community partners to provide the SWVPP.

Quality Programming

According to the National Institute of Educational Research (NIEER) quality preschool programming is an important factor in preparing children to be successful in school and provide benefit to positively affect the future economy. The quality preschool program requirements identified by NIEER are requirements of the SWVPP. All districts and community partners are to adhere to Chapter 16 with the following required elements of quality:

Statewide Voluntary Preschool Program– Quality Requirements	
Appropriately licensed teacher with an early childhood endorsement	A minimum of ten hours of instruction with an appropriately licensed teacher
Ratio of one adult to ten children	A maximum of 20 children in each session
Research or evidenced-based curriculum and assessment	Monitoring by the Department of Education, NAEYC, or Head Start
Curriculum aligned with the Iowa Early Learning Standards	Appropriate professional development for all teachers
Integration of other preschool programs	Collaboration with other preschool programs
Adherence to one of three program standards: <ul style="list-style-type: none">• Iowa Quality Preschool Program Standards (IQPPS)• Head Start Program Performance Standards• National Association for the Education of Young Children Standards and Accreditation (NAEYC)	Family Involvement including at least: <ul style="list-style-type: none">• One home visit• Two parent/teacher conferences• One family night

Results

One measure of the impact of the SWVPP is the Kindergarten Literacy Assessment administered to all kindergarten children in the fall. Many districts report the Dynamic Indicators for Basic Early Learning Skills (DIBELS).

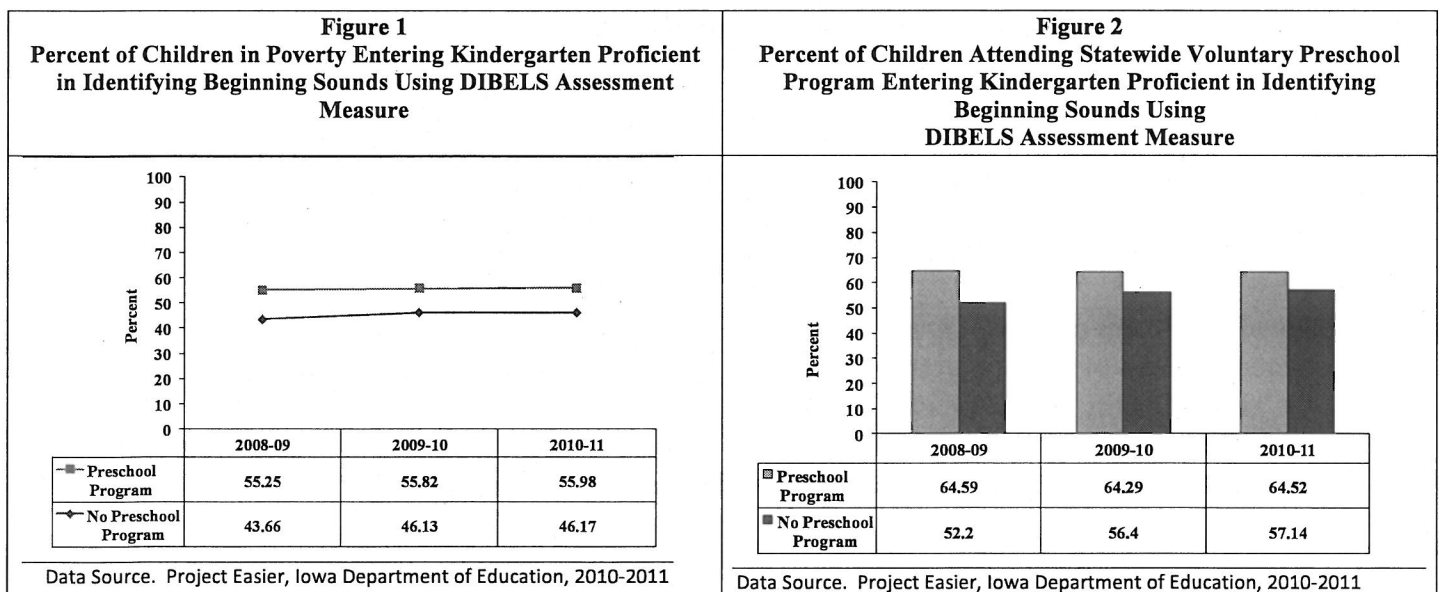
What is DIBELS?

Dynamic Indicators of Early Literacy Skills (DIBELS)

- A series of measures predictive of the basic skills or big ideas that make up reading success in school.
- The DIBELS Kindergarten fall assessment measures children's literacy skills for identifying beginning sounds of words by pointing to the picture matching the sound demonstrated by the teacher.
- The beginning sounds assessment indicates the percent of children who are not at-risk for reading failure given kindergarten instruction.

DIBELS scores from children participating in the Statewide Voluntary Preschool Program were compared to children with no preschool experience.

- **Figure 1** indicates the impact of the Statewide Voluntary Preschool Program is greater for children in poverty (eligible for free or reduced meals). As seen in the chart below, fewer kindergarten students in poverty without a preschool experience were proficient in beginning sounds than students who attended the Statewide Voluntary Preschool Program. The percent of poor students proficient appears to be stagnant while the percent proficient for those attending the Preschool Program is increasing.
- **Figure 2** indicates that in 2010-2011, 64% of the kindergarten children who participated in the Statewide Voluntary Preschool Program were proficient as compared to only 57% of the children who had no preschool experience prior to kindergarten enrollment. In 2006-2007, prior to the SWVPP, only 56% of all kindergarten students assessed were proficient. This represents a 7% increase in the percentage of children proficient.



What data does the Department collect?

The Unique Student ID system (Project Easier) was created by the DE for assigning a unique ID and gathering data for the PK – 12 school system (which includes children enrolled in the SWVPP and Shared Visions programs as well as those on IFSPs and IEPs). The system assists in monitoring educational records for each individual student. A unique number is associated with student throughout his or her educational career or until he or she leaves the state. This provides an unduplicated student count. There is a confidential and rigorous verification process is conducted to assign Unique ID and avoid duplication.

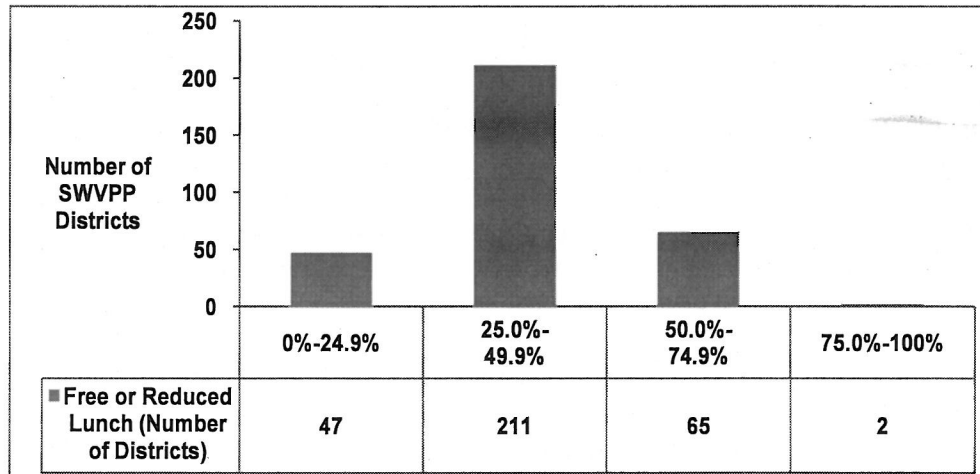
The Early Childhood Web Application is a web-based data system designed to enhance DE's ability to track results of preschool programs in school districts and local preschool programs. This system collects information regarding classrooms, teachers, partners, curriculum, assessment and achievement of the required quality program standards. The system is capable of generating reports regarding the number of districts participating in the Preschool Program, program standards implemented in Preschool Programs, the confirmation status of districts participating in an IQPPS Verification Visit, and the status of criteria for all districts. This information may be used to allocate resources and plan professional development.

What are the impacts of providing preschool only for low income children?

- Children at-risk have increased both vocabulary and express language skills when they are integrated with peers. These skills are highly correlated with reading skills.
- The children with the least access to preschool education are those whose family incomes rest somewhat above the eligibility levels for targeted populations. (NIEER Policy Matters August 2004)
- Child care is a fact of life in Iowa today. Iowa currently ranks third in the nation for the percentage of children under the age of six (72.6%) with all parents working (U.S. Census Bureau, 2006-2008 American Community Survey), compared to 62.5% nationally.
- More than half of all dropouts were from middle-income families and 10% of all middle-income children age 16 to 19 have been retained a grade at least once. (Prek-Now, 2008)
- A reduction in the availability of quality preschools to integrate children of special needs with typically developing peers; impacts meeting law for receiving federal special education funding for 3- to 5-year-olds.
- All children benefit from quality preschool. In 2010, 7% more children who attended the SWVPP could identify beginning sounds than children who did not attend a preschool program. (65% proficient versus 57% from 2009)
 - 4th grade ITBS Reading Comprehension Scores improved 3.4% over 9 years. (In 2001-2003 75.9% were proficient and 2008-2010 79.5% were proficient.)
- *NIEER (National Institute for Early Education Research) Preschool Policy Facts* states that targeted programs have lower costs, but do not realize other presumed advantages in practice. Universal programs are likely to be more effective at identifying and reaching all targeted children. Targeted programs may not be the best approach because they:
 - Are inherently unfair. Some children receive services and some don't

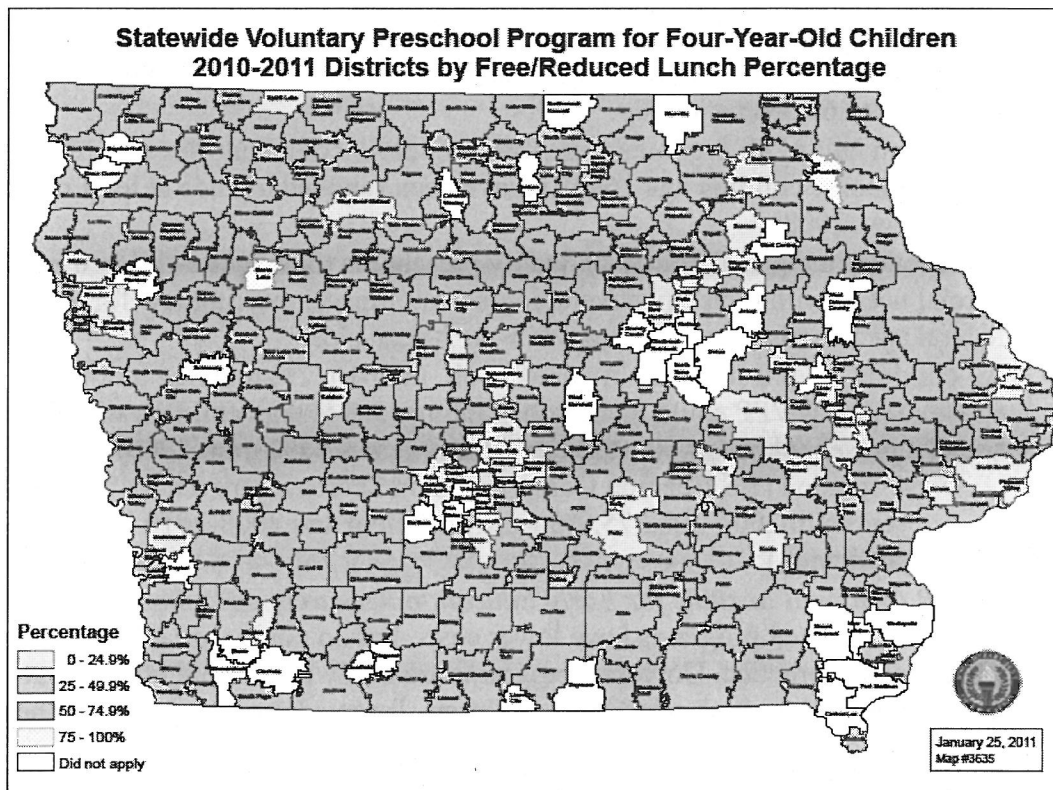
- May be just out of reach of low-wage earners whose pay checks keep them just out of the eligibility range, in addition, changing eligibility cause disruptions as family status changes.
- May not reach intended recipients if families do not enroll due to perceived stigma.
- Incur hidden costs through establishing and monitoring eligibility.

Number of awarded school districts by percent of poverty based on free/reduced meals for grades 1-6*



Data Source. Project Easier, Iowa Department of Education, 2009-2010.

*Free/reduced meals are based on family income at or below 130% of poverty level



How do you explain the fade-out effect of preschool at third grade level?

- The fade out effects reported in previous studies were generally targeting a narrow band of achievement tests. Examples include IQ tests, PPVT, or Woodcock Johnson. This is certainly not the entity of successful learners or adults. Other studies did not find the same results.
- The comparison children in other studies may have been different from children in pre-K programs regarding factors such as family income, education, or other dynamics.
- Previous studies did not measure the impact of instruction in the elementary years. It is highly possible fade-out is related to the quality of instruction in the elementary rather than the preschool program quality.

What is the difference between all the preschool programs like Head Start, Statewide Voluntary Preschool Program, Shared Visions and Early Childhood Iowa (Empowerment)?

Federal Preschool Funding

Program Name: Head Start

Purpose: Provides comprehensive child development and family services to children/families at 100% of federal poverty level or below. In addition, at least 10% of total enrollment must be children with disabilities

Age Range: Children 3 through 5 years and their families

Requirements: Programs must meet Federal Head Start standards and pass site monitoring review every 3 years as well as submit an annual report to Federal Office: Region VII Administration for Children and Families (ACF)

Program Name: Early Childhood Special Education Services—

Purpose: Provide instructional services for children 3 to 5 years of age eligible for special education services

Age Range: Children 3 through 5 years

Requirements: Part B-619 Early Childhood Special Education Services for preschoolers ages 3 to 5 are part of the IDEA-2004 system of special education services for children 3- to 21-years-old. The DE is required to meet the federal requirements for implementing special education services including:

-Develop and submit annual Federal Application to Office of Special Education Programs (OSEP) (Part B Application includes: budget, policies and assurances that all Federal statutes will be implemented and monitored to meet compliance requirements).

-Develop and submit a six year State Performance Plan (SPP) to Federal office (OSEP) to meet 3 Early Childhood national compliance and performance indicators of the 20; report annual updates for meeting targets (Annual Progress Report).

-Develop and monitor implementation of Iowa Rules of Special Education for IDEA-2004-Part B for Early Childhood

-Approve 10 Annual State AEA Applications; Improvement Plans; and monitor implementation of Early Childhood services for children and families

-Implement Web IEP; provide technical assistance

State Preschool Funding

Program Name: Statewide Voluntary Preschool Program

Purpose: Provide minimum of 10 hours of quality preschool experience for typically developing four-year-old children

Age Range: Children age four

Requirements: District must include:

- Collaboration with community input.
- Integration of children from other state and federally funded preschool programs including Head Start, Special Education, Title I, Shared Visions Preschool and Early Childhood Iowa (Empowerment) with no supplanting.
- Implementation of program standards defined in rule.
- Districts must provide data to DE as requested.
- District must meet assurances and provide fiscal oversight for preschool program funds.

Program Name: Shared Visions Preschool Programs

Purpose: Provide comprehensive quality preschool program experience for children at-risk factors and below 130% of federal poverty level

Age Range: Children 3 through 5 years

Requirements: Grantees must

- Implement the National Association of Education of Young Children (NAEYC) Report progress toward goals and objectives, expenditures and direct services provided to children
- Provide information on children and families served
- Provide other appropriate information for overall evaluation

Funding Source: Early Childhood Iowa (Empowerment) Scholarship. ECI does not provide programs but is included in this description since it is a source of state funding for preschool programs .

Purpose: State and local entities provide education, health, and human service programs for young children and their families

Age Range: Children 3 through 5 years

Requirements: Local ECI Boards determine eligibility criteria as well as program standard requirements.

- Department of Management provides annual report identifying progress toward and achievement of the desired results submitted by local Grantees (locally determined)
- DE liaison approves local Grantee reports for meeting requirements and School Ready Funds payments

Why does Iowa require an appropriately licensed teacher for the Statewide Voluntary Preschool Program?

- Highly capable teachers are required to implement today's more challenging early literacy curriculum (Strickland, Ayres; 2006).
- Licensed teachers have a number of courses and hours of study to gain the depth of knowledge necessary to teach developmental outcomes necessary for children to achieve.

- Teachers have the skills necessary to use research-based curriculum, assess child's daily progress in meeting outcomes across all areas of development, and adjust instruction to match child's needs.
- Quality field experiences and student teaching practicum with mentoring by a senior teacher support teacher in achieving the teaching standards.
- Four years of training was associated with significant gains in children's mathematics skills. The researchers hypothesized that, while both associate's-level and bachelor's-level education programs may provide a focus on literacy skills, four-year programs might offer more education in mathematics that translates into better teaching of related skills. These results, again, suggest that teachers with a bachelor's degree and specialized training in early childhood education are able to support a wider range of skill development. A Matter of Degrees: Preparing Teachers for a PK Class. The PEW Center on the States
- Increased education makes for increased effectiveness as a teacher in year 6-10, higher PK quality and fewer turnover rates. A Matter of Degrees: Preparing Teachers for a PK Class. The PEW Center on the States
- Quote: *Evidence clearly shows that state-funded, voluntary pre-k can produce substantial learning gains for children from all social and economic backgrounds with long-term benefits far exceeding program costs. Yet, the promise of programs can only be achieved if they are both accessible and of high quality.* A Matter of Degrees: Preparing Teachers for a PK Class. The PEW Center on the States
- Quote: "...an undergraduate degree program may not be sufficient to match the importance of the work & ensure that teachers are fully prepared to provide high-quality, Developmentally Appropriate Practice services to infants, toddlers, and preschoolers."; CCSSO-A Quiet Crisis The Urgent Need to Build EC Systems and Quality Programs for children B-5. A policy statement of the CCSSP, November 2009

How does the SWVPP benefit children needing special education services?

- Of the 3,436 children on an instructional IEP, 1,500 participate in the SWVPP.
- The SWVPP offers a high quality program with a qualified general education teacher.
- Iowa is required to meet certain criteria for the continuation of federal IDEA special education funds, specifically including children in general education.